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| **Unit: Ancient Greece** |
| **Topic: Philosophers: The Death of Socrates** |
| **Type of Writing: Semi-Formal (level 2)** |
| **Timeframe: 2 class periods** |
| **Plan:**   * **Students will have a mini-lesson on persuasion- they will then read models of opening arguments and analyze the writing using the 6-traits rubric. Students will then write a RAFT. Here is the prompt they will use:**   **Socrates is about to stand trial. Some of the charges against him are corrupting the youth and attempting to overthrow the government. In an opening argument, you will write a speech to prove Socrates’ innocence.** |
| **Materials: RAFT sheet, information on methods of persuasion, samples of opening arguments, 6 trait rubric** |

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| **Unit: Ancient Greece** |
| **Topic: Spartan society versus Athenian society** |
| **Type of Writing: Semi-Formal (level 2)** |
| **Timeframe: 2 class periods** |
| **Plan:**   * **Student will take part in a mini lesson focusing on adding details to a paragraph- students will identify simple sentences in a sample paragraph and brainstorm ideas on how to add details to the sentences to make a more substantial paragraph.** * **Teacher will introduce the technique of adding details through the use of visualizing and showing.** * **Students will view a video clip on Spartan society. After viewing the video, students will create a list of visuals that would support the “tell” statement (Spartan society was based on military strength.)** * After the movie student will have time to complete the visualize/list portion of the activity. * Students will then compare their list to a partner. * Students will then write a paragraph incorporating the visualize list with the tell statement to compose a well detailed paragraph about Spartan society. * Student will share paragraph with a partner- providing feedback on details. * Students will revise based on suggestions. |
| **Materials: Tell- visualize/list-show sheet, details checklist (peer editing), united streaming video - Spartan society** |

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| **Course: Social Studies 6** |
| **Topic: Inquiry Writing** |
| **Type of Writing: Formal (level 3)** |
| **Timeframe: year long- one per quarter** |
| **Plan:**   * **Teacher will introduce the idea trait by completing with the class a what, why, how, how chart. Ultimately selecting Hannibal as the subject for the model inquiry paragraphs through the year.** * **Each quarter, teacher will model a different trait (two per quarter) with a pre- written paragraph on Hannibal and his use of poisonous snakes as the first form of biological warfare. First quarter the emphasis will be on idea and organization- second quarter- voice and word choice and third quarter- sentence fluency and conventions.** * **Students will brainstorm ideas by using the what, why, how, how, how chart. Once they have selected a person of interest, they will complete a VIP chart to gather relevant information on their person.** * **Each quarter student will go through a peer editing process- 4th quarter; students will grade each other’s work. Each student grading for the trait that is their strength.** * **Students will go back and apply peer feedback to their inquiry work.** * **4th quarter the students will complete an inquiry on their own being assessed on all 6traits.** |
| **Materials: What Why How… chart, VIP Chart, internet sources (historyforkids.org), Peer editing check list** |

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| **Unit: World Religions** |
| **Topic: Christianity** |
| **Type of Writing: Casual (level 1)** |
| **Timeframe: 42 minutes** |
| **Plan:**   * **Teacher will model finding the main idea in a passage.** * **Students will work with partners and travel through three different station.** * **At each station, students will read information on Christianity (the beginnings, Eastern orthodox churches, and Martin Luther and the Reformation)** * **At each station students will complete episodic notes finding the main ideas in each reading.** * **At the end of the three rotations teams will share their findings.** |
| **Materials: Episodic notes form, Readings on Christianity, crayons** |

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| **Unit: Prehistory** |
| **Topic: Neolithic Revolution** |
| **Type of Writing: Casual (level 1)** |
| **Timeframe: 42 minutes** |
| **Plan:**   * **Teacher will introduce the idea of using documents to answer a question.** * **Teacher will model the use of document analysis sheet to pull out important information.** * **Students will read the document titled “Before the Neolithic Revolution”** * **Students will complete document analysis sheet.** * **Students will share responses with a partner.** * **Students will then share responses with the class.** |
| **Materials: Before the Neolithic Revolution document (NYS regents exam: Jan. 2004), Document analysis sheet** |

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| **Unit: Ancient Egypt** |
| **Topic: Pharaoh: Hatshepsut** |
| **Type of Writing: Casual (level 1)** |
| **Timeframe: 42 minutes** |
| **Plan:**   * **Teacher will model paraphrasing with the use of the learning to paraphrase sheet.** * **Students will then read the paragraph from the National Geographic article on Hatshepsut** * **Students will go through the appropriate stages in the paraphrasing activity.** * **Students will then share their responses** |
| **Materials: Promethean board, Learning to Paraphrase sheet, National Geographic Magazine August 2009** |